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ABSTRACT

Developing an effective and functional student union on the junior college campus requires the consideration of a variety of factors. First, the diverse characteristics, interests, and abilities of the facility's future users--especially students--must be determined. After this, students, faculty, staff, and community leaders should be involved in planning activities. Other factors to consider include: (1) the selection and responsibilities of the union planning committee, union governing body, consultants, and professional staff; (2) the use of change orders and contingency funds during the construction stage; and, (3) the determination of funding sources and types of budget to be used. [Because of marginal reproducibility of original, this document is not available in hard copy.] (JO)

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BUILDINGS ARE MORE THAN BRICKS AND MORTAR

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Fortunately, we have Resource Manuals for the Summer Course, as it is totally impossible to cover all aspects of planning for a college union/center in this given amount of time; and, therefore, you may refer to this paper in the Manual. One could say "Why not just read it". It is hopeful that you will receive more value by listening to this and other presentations, that your thinking will be stimulated, and that some of your questions will be answered. May it also help to create a new dimension in facility planning.

For the purpose of brevity, I shall refer to the facilities as the "union". At the second meeting of Region 10 of the Association of College Unions - International, I recall that Dr. C. Gilbert Wrenn, the author of College Student Personnel Work and many other publications on the subject, said, "The Union enables you to better do the job you want to do." With over 980 two-year colleges in the United States and over 50 in Canada with many more in the planning stages, the challenge that faces them is to come up with "bricks and mortar" as the "living-learning" center on campus.

It is my supposition that the two-year colleges are "more alike than different" from the four-year colleges. This does not mean that we can or should duplicate or pattern the union after a four-year college building. To do so would be an error, but we can profit from their experiences. Several factors which make a two-year college unique are the accessibility, the student, and the community concept. It can be said that as a college it is the most accessible form of higher education in the United States. Yet this accessibility should not place it in a mediocre or second-rate position in regard to curriculum, facilities, and activities programs. We do know that more and more students are turning to the two-year colleges to start an academic career in higher education. In an article, "The Junior College Explosion", Dr. Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges, states that enrollments have increased at a rate of about 15 per cent each year since 1960 and will total nearly two million by the end of 1969. An average of about one-third of all students entering a higher education program start in a junior college.[1]

Relatively little research is available on the junior college student, inspite of the accessibility and phenomenal enrollment growth. One study by Charles C. Collins gives some insight to the student. He states "the junior college

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[1]Edmund J. Gleazer, Jr., "Junior College Explosion", American Education, Vol. 5, No. 1, p. 1.

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student is almost as varied as humanity itself."[2] He classifies some 13 types of students at the two-year college. An analysis of this classification indicates that there are considerable differences as far as academic and intellectual characteristics are concerned. The student varies from the highly motivated and able to the low achiever, the immature, uninterested, and the "late bloomers". This is undoubtedly true of some other colleges as well.

In addition to those who come directly from high school, the community college attracts some who are unsuccessful at the four-year college, as well as the housewife and the veteran. It also attracts the unskilled who have been away from school for a period of years and realize his or her need to secure a college education and be able to compete in society or remain on their road of no advancement. The high school dropout seeks the terminal higher education for the same purposes.

From a study by K. Patricia Cross, it was found that the two-year student is more likely to come from a home which is not "college-oriented". Her research reveals that junior college students are not always sure of themselves in new ventures[3] and lack confidence as compared to the four-year college student.

Finances, home environment, motivation, and academic aptitude quite frequently distinguish the difference between the student in the two-year college and the university. We need more research on the student, not only for an enriched curriculum, but also for the development of creative facilities.

The community concept of the junior college is the "grass roots". Dr. Edmund J. Gleazer, Jr. has described the relationship of the community and college in his statement:

> "A good community college will be honestly, gladly, and clearly a community institution. It is in and of the community. The community is used as an extension of classroom and laboratory. Drawing upon its history, traditions, personnel, problems, assets, and liabilities, it declares its role and infds this accepted and understood by faculty, administration, students, and the citizenry....The community college is 'democracy's college' of this century and will respond to its potential as it is defined in terms of its own purposes and evaluated in the light of its own goals."

This statement exemplifies the idea of the junior college as part of the community and as such not separate in the use of facilities or services. This concept which has long been the mode of junior colleges has avoided the controversy of "town and gown" which has plagued some college and union directors.

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[2]Charles C. Collins, Junior College Personnel Programs: What are They and What Should they Be? AAJC, 1967, p. 12.

[3]K. Patricia Cross, The Junior College Student -- A Research Description. Educational Testing Service, 1968, pp. 36-37.

The community concept with all its enthusiasm, which so often is associated with athletic events, has the danger of provincialism in facility planning as well as activities.

The educational impact of facilities and activities programs can be limiting if the community concept does not broaden its horizon. Mr. Rodney T. Barnett of the Educational Testing Service in his recent survey on trustees suggested that "trustees of public junior colleges are the 'least freedom-oriented'...as they see themselves as protectors of the public interest".[4] They should be innovators, developers, and leaders especially where other colleges have failed. All of this has effect on planning, as well as the activities programs.

The identity struggle of the institution, whether junior or community college, is undoubtedly shared by its students, as well as the staff. This feeling toward the college undoubtedly plays a part in the morale of the students, staff, and citizens of the community.

My purpose in touching upon some of the ramifications of the accessibility of the student and the community concept is to relate these factors to the "nuts and bolts" of planning.

While I said that the two-year colleges are "more alike than different" in comparison to the four-year colleges, the differences are unique enough to warrant careful planning to avoid mistakes of the past and to meet the special needs of this special student in higher education.

It is difficult in this brief paper to cover all aspects of planning. Therefore, I will endeavor to present some principles and thoughts for the development of Unions/Centers for the two-year colleges.

First, a thorough study should be made of the immediate, as well as the long-range, college needs. This includes the development of a program which meets the needs of these special students. This calls for facilities which are unlike his high school atmosphere, which will enrich his cultural, social and recreational opportunities. It should give him an opportunity for a positive identification with the college and priority on use of the facilities. Special attention should be given to the commuting student to insure that he is getting his full value from the use of the facilities and participation in programs rather than going down the cafeteria line of education and selecting a few items, which results in an undernourished degree.

Carl Maddox, former Union Director at Louisiana State University, in an article, "Pitfalls to Avoid in Planning", states "Don't jump into drawing before the problem has been studied and defined--and this takes time. Crash programs generally result in crash buildings!"[5]

Second, involve students, faculty, staff, and community leaders in planning. The latter may be alumni of the college. While this may seem to be the long way and

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[4]See Chronical of Higher Education, January 13, 1969.

[5]Carl Maddox, "Pitfalls to Avoid in Planning." 1963, ACU-I Conference Proceedings, p. 86.

and the hard way, it nevertheless is the democratic and safe way. One can immediately hear the cry, "But our students are only with us two years--how can we do it?" How can you not afford to do it as involvement is a means of communication. In the poker game of education, the white chips of today may be the blue chips of tomorrow; and there will undoubtedly be future bond issues, future community relations, and college development projects.

Third, a Planning Committee should be selected and its role carefully defined beforehand. The Committee should be in lock step with the overall developmental plans of the institution. It should take into account all services the Union should provide for the campus. It must find ways and means of funding, as well as an annual operating budget. It should concern itself with the educational role of the Union and incorporate this aspect in the facilities, as well as the income producing enterprises such as the food service, bookstore, and games facilities. The Committee should define the scope of the project which means the facilities to be included, the size of the building based upon enrollment predictions, funding, and other factors. As a community college it should also take into account the interest of the community in terms of commercial competition as well as new facilities and services it can provide. Frank Noffke in his monograph clearly outlines the work of the Planning Committee as follows:

"1. Orientation of the committee members.
2. Recommendation that a director be selected.
3. Preparation of questionnaires and plans for surveys.
4. Establishing need for:
   a. Conducting interviews with students and faculty.
   b. Conducting traffic survey.
   c. Meetings with campus groups.
   d. Fund-raising efforts.
   e. Certain policy decisions.
5. Review of reports and plans.
6. Recommendation of written program and architectual plans."

He further states "The actual work of the Planning Committee should be designed to do more than listen and participate in judgments. It must also be a communicating agency. It must report to the campus the developments in the committee and it must keep the campus aware of the progress on the union project. It must also be an agency for stimulating interest."[6]

Fourth, select professionals with care. A planning consultant usually assists with the development of the written building program. The important aspect is to select a qualified consultant early--before the Committee has formulated preconceived ideas which may limit or reduce the building to mediocre rather than exceptional for the same price. Architects should be chosen after a careful search has been made of those available with the special credentials required for designing a college union building. Another method is to award the architectural work based on competitive design. This does not always mean that the winner can produce the detailed plans or have the staff to engineer the building properly. A service of the Association of College Unions - International

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[6]Frank Noffke, Planning for A College Union, ACU-I, Ithaca, New York: Willard Straight Hall, Cornell, University, 1965, p. 13.

provides a list of architects who have designed college unions. Architect fees usually range from 6 to 15%, depending upon the type of building. This rate is also scaled according to the total construction cost. The larger the project, the smaller the percentage. The American Institute of Architects has a Schedule of Recommended Minimum Basic Rates which your state chaper can usually furnish. Be aware of the firm that has designed schools as you may end up with a classroom-designed Union with little or no appeal to the recent high school graduate. The reputation of the firm is certainly one of the criteria for selection I would use, regardless of the number of Unions they have built. A good interior consultant can provide better furnishing and better color schemes at the same cost. Frequently his fee is picked up by the architect.

Fifth, the construction stage is an exciting stage for all who have been involved with planning, as well as the sidewalk superintendents. It would be folly for me to try to cover in this brief time all aspects of the construction stage. What I do want to do is to give some insights to this period based upon having moved into two new unions and having served as a consultant for a number of others. The construction stage is the result of the preceding planning stage. The better job that is done by all, the better the results. Before getting into the construction stage, a thorough review should be made of all phases of planning Dr. Chester Berry's monograph, "Planning a College Union Building" includes a check list for Union builders in Chaper V, "Common Planning Errors". This should be carefully checked.[7] In this day of rising building costs, it is pertinent that every effort be made to avoid "change orders". A rule of thumb would be to allow 5 per cent for the inevitable. This sounds like planning for mistakes, but in actuality it is a safeguard. Any unused funds can, of course, be used for building operations as a contingency for the first year's operations. It should also be remembered that no college union has been built too large. Let me caution you to develop beforehand a method of approving "change orders" with the contractor, the architect, and the college. In this exciting stage, prepare yourself for delays by strikes, material shortages, and scheduling problems. To avoid these catastrophes, builders are going to the "Systems Approach", which R. Clayton Kantz refers to as the future of the building industry.[8] This concept simply encompasses three phases, i.e., pre-planning, actual putting together of the hardware, and post-installation service. The construction stage is usually not complete until the mechanical and electrical equipment, including the air conditioning, has been in operating order for some period of time. Usually some 5 to 10 per cent of construction bids are held in reserve until a satisfactory "check-off" has been made. These matters may not seem important or of little interest to those of you who are primarily working in activities, but your exposure can help make you become a better committee planner, as well as to gain appreciation for a well-designed building.

Sixth, professional staff should be chosen with the same care as selecting members of the faculty. One cardinal rule is to select the director prior to the construction of the building. One year's salary is a good investment in terms of a $100,000 or $1,000,000 building. Usually a junior college union director is a person wearing many hats. That is, food service, activities, bookstore,recrea-

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[7]Chester A. Berry, Planning a College Union Building, New York:Columbia University Teachers College, 1969, p. 201.

[8]R. Clayton Kantz, "Systems Building", Buildings, Cedar Rapids:Stamats Publishing Co., April, 1969, p. 73.

tion facilities, housing, concerts, and alumni affairs. In selection of a director, you probably want someone with training or experience in hotel and restaurant management, recreation administration, and a background in student personnel work. To compete with other organizations, industries, and institutions of higher education, your compensation must be competitive and your job requirements in line with accepted standards. If you haven't read "Standards for Professional Staff Preparation and Compensation in College Union Work", a publication from the ACU-I, I would do so. One can become easily frightened into thinking of how one might get a director with the necessary qualifications and within the set salary. As the director may have to double as the dean of students, the intramural director, the housing director, and many other assignments, the problem of selecting staff is keen. Don't forget that the college union will undoubtedly be the most widely used building on campus, and the director is the key to a successful operation and can become one of the most valuable staff members the college can have.

The truth is you may not be able to find a person with all of these qualities or with the qualities and experience you want. Therefore, it is important that you select the best person you can and see that he or she has the opportunity to take both credit and non-credit course work. The University of Minnesota now offers a Masters Degree in Professional Careers in College Unions. We are one of a number of colleges who are now offering advanced degrees in this field. The summer courses sponsored through the Professional Development Committee of the ACU-I can supplement the background of the college union director. I suggest that the junior colleges take advantage of these opportunities, as well as the Employment Bureau of the ACU-I, whose information can be secured through Dr. Chester Berry, Executive Director, Box 7286, Stanford, California 94305.

Seventh, the governance of the union should be carefully established prior to the opening of the building. Those institutions without buildings would benefit from establishing a Union Board or Committee, who in turn could develop the program, as well as study the needs for facilities. Basically, the principle should be followed that those who use the facilities should govern it. This group would then include representatives from the student body, the faculty, the alumni, and the community. The larger percentage on the Board should naturally be the students as they will undoubtedly be the greatest users. There are various approaches to developing a governing body; and, like planning for the building, it should be tailor-made to fit the needs of each campus. The function of this group should be to set the policy for the use of facilities, to develop a sound educational program which enriches the social, recreational, and cultural opportunities of the student and the community, with the students to be given the priority. The Board should be of a workable size from seven to nine members with the college president or his representative automatically serving on an annual basis. The Director should serve as an "ex-officio" member and serve as the recording secretary of the Board. These positions should be written into the constitution. The Dean of Students or some member of the student personnel staff should serve on the Board as the Union should be an integrated part of the student personnel services. All other positions should be on a rotation basis to allow opportunity for new students, faculty, and members of the community to serve, as well as to generate new ideas for programs and services. Involvemt of those that govern means a constitution which should serve as a guideline for the development of a strong philosophy of service and meaningful activity programs. Generally, such a Board would function best when given the responsi-

bility with clearly defined goals and as a separate body responsible to an administrator or president of the college.

The program should be related to the student organization and the curriculum, but responsible to the Board. Independence does not mean lack of cooperation but an opportunity for new horizons in services and programs of a social, recreational, and cultural nature.

Eighth, funding the community college union should be an integral part of the institution's budget. The business manager plays an important role in guiding the union over the road of financial success. For values received, the college should supplement the income of the union. This might be in the way of utilities, custodial services, and/or staff salaries. Food service, games facilities, bookstores and other forms of auxiliary enterprises should be self-supporting insofar as possible. In setting up the funding of the union, there are four major budgets that should be considered. These are:

1. Capital Development: This is for the basic building and future expansion.
2. Reserve Fund: This is primarily for emergencies.
3. Depreciation: This is usually 7 to 10 per cent of the total value of the furnishings and equipment.
4. Operating: This is the annual income and expenses for a given year.

Basically, a Union fee is essential to the stability of the operation of the Union over a given period of time. This fee may be divided into a building fee and a program fee. Other sources of funds are income from food service, games such as bowling and billiards, and activities such as concerts, dances, etc.

The finances of the union can serve as an educational experience for the students, faculty, and Board members. Properly managed, it can serve as a valuable means of communication for those whom the union serves.

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SUMMARY

It is hard to summarize my remarks because I feel that I have barely scratched the surface in planning for the college union in the two-year college. Omitting these details, I also want to call your attention to several other items which I think would be of interest to you.

The first is the Student Personnel Workshop held at William Rainy Harper College October 14 - November 1, 1968. The monograph capsule should be in the hands of every union director, dean, and college president. While this workshop primarily pertained to counseling, placement, admission, and other student personnel services, I think Dr. Jane E. Matson best cites "the level of out-of-the-classroom programs as well-defined trends in this area are difficult to identify. In a few colleges, efforts are being made to bring some significance and relevance to the out-of-the-classroom programs, including student government and other activities. In others there is still complacency and persistence of the same traditional approach to the extra-curricular programs."

The Carnegie-supported report, "Junior Colleges Student Personnel Programs: What They Are and What They Should Be", (AAJC, 1967) is excellent as is the publication, "Planning Student Personnel Facilities" by Charles C. Collins, except that the latter does not go far enough. The Union concept which has been developed so strongly in the four-year college and is now reaching the two-year college was omitted.

Recently Mr. Jim Graham, Vice President of Campus Affairs, for the United States National Student Association, wrote to me to the effect that they are planning the First Annual Junior College Student Government Conference August 16-19, 1969, preceding the National Student Congress. I cite these reports and actions as indications of the strong movement in the student life area of the two-year colleges.

I hope that my eight principles of the long-range needs, the involvement, the planning committee, the professional, the construction stage, the staff, the governance, and the funding will be of some help to you. If so, buildings will be more than bricks and mortar!

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